DOCUMENT RESUME

ED 352 083 JC 930 003

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TITLE	A Blueprint for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology: Executive Summary.
INSTITUTION	Association of Colleges of Applied Arts and Technology of Ontario, North York.
SPONS AGENCY	Ontario Council of Regents, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE	Mar 89
NOTE	21p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Faculty; College Role; *Community Colleges; Educational Assessment; Employment Practices; Excellence in Education; *Faculty Development; Organizational Development; Participant Satisfaction; Professional Continuing Education; Professional Development; *Staff Development; State Surveys; *Teacher Improvement; Two Year Colleges
IDENTIFIERS	*Ontario Colleges of Applied Arts and Technology

ABSTRACT

In 1987, a review of Ontario's community college system was initiated to assess the system's present human resource development practices and plan future directions. A field-based study was conducted to identify and assess current human resource development efforts, identify areas for improvement, and suggest possible future directions. Through consultations with a systemwide sample of 376 staff, faculty, administrators, and members of boards of governors, perceptions relating to human resource development programs and practices in the Colleges of Applied Arts and Technology were collected. Most participants felt that they were valuable assets to their institutions; that there was a commitment to employment equity approaches in recruitment, development, and employment of staff in most colleges; and that staff appreciated encouragement from managers to keep their skills up to date. Respondents felt that dramatic improvement was needed in institutional planning for change, recognition for staff development and reward for innovation, cooperation between staff and managers for setting of performance objectives, managerial support of employee achievement, training of staff for job functions, and development staff for future promotions and succession planning. Overall, respondents felt that each college should: (1) highlight employee development in a clear statement of mission; (2) have new staff orientation and opportunities for career development; (3) plan effectively for change; (4) reward innovation; (5) hold managers accountable for providing development opportunities for staff; and (6) cultivate an environment which provides constructive challenges and opportunities for staff creativity. A list of recommendations and suggested human resource development practices are included. (MAB)

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EXECUTIVE SUMMARY

A BLUEPRINT for HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE

of the

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY

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prepared by
ROY F. GIROUX
for
THE COMMITTEE OF PRESIDENTS
March 1989

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HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE

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PREAMBLE

The strengths that will enable the colleges to face the challenges of the future will lie, as they do now and as they always have, in their human resources. The visionary educators of the '60s, recognizing the economic and social necessity of an educated citizenry that could respond quickly to the rapid rate of social and technological change, dedicated their efforts toward "equality of opportunity to all sectors of our population... (and) the fullest possible development of each individual to the limit of his ability". (Statement in the Legislature, May 1965). Over the years, pioneering governors, administrators, staff and faculty have applied energy and ingenuity to the task of creating college environments that would support student learning. Countless students have completed courses of study and entered the work force as fully contributing members of society, and many have returned as governors, program advisors or staff to enrich the college system.

It is a tribute to the tenacity and dedication of those who staffed the fledgling colleges that so many of them remain in the system today. However the intimate, focused environment of those first educational entrepreneurs is a thing of the past. Today's colleges are complex and autonomous, striving to adapt to increasingly diverse societal demands in ways that are frequently blurred and reactive. With the declining numbers of post-secondary applicants, colleges have been required to adjust to the needs of greater proportions of "new" or non-traditional learners. Upgrading and retraining programs, employment equity programs for women, immigrant and minority groups, the seniors, those with environmental and other challenges, have all demanded new and flexible responses from the colleges. In a recent report published by the Premier's Council entitled Competing in the New Global Economy (1988), the statement was made:

> "Developing a strong, dynamic human resource base is a precondition to achieving and sustaining economic growth. Without an educated, skilled, motivated, and adaptable workforce, productivity will suffer and efforts to compete in the global economy will be undermined. One of the key competitive challenges Ontario faces is developing our most fundamental natural resource: the minds and skills of our workers".

The Council of Regents has concluded that human resource development in its broadest sense is critical to the province's economic growth.

Given that today's challenges are greater and rewards are more elusive, the need for support and development of staff at all levels in the Ontario colleges has never been so great. Everyone recognizes and agrees that programs are only as good as the people that support them. Faculty need retraining and upgrading. How can educators who have not kept pace with technological change teach students to do so? Staff and administrators need support to cope with the implementation of changing administrative structures and information technology. Leaders must grow and reposition themselves to plan strategically for the demands of the future. It is vital that the colleges provide their human resources at every level with a working environment in which they can experience satisfaction, personal growth, and a sense of their skills being needed and appreciated.

If colleges are to provide relevant training to graduates and custom-training for businesses to compete in the economic market, they must demonstrate, in-house, the kinds of programs that they promote to their communities. There is an overwhelming need for system-wide planning, co-ordination, and co-operation for the development of the colleges' most important resource - its people - for the years ahead. An integrated, structured outline must be provided to harness the fragmented programs and practices already in existence.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

In 1965, the Minister of Education for the province of Ontario introduced Bill 154 enabling legislation for the establishment and operation of a system of colleges of applied arts and technology. Since that time, 22 colleges across the province have provided post-secondary education for students seeking higher levels of basic education and technical skills. During its first two decades, the system flourished and shaped itself to the emerging trends in society. It is timely for a close examination of its strengths and weaknesses. This review is presently being conducted in a study entitled Vision 2000 announced by the Honourable Lyn McLeod, Minister of Colleges and Universities on October 12th, 1988.

The Ontario colleges, during the last twenty years, have benefited from the commitment of faculty and staff working together toward the growth of each college. Growth demands change, and change can easily dislocate the participants in any system. The Ontario community college system has evolved through periods of change and has conscientiously undertaken to review its progress through, among other considerations, the Skolnik Report, Survival or Excellence (1985), The Report to the Advisor to the Minister of Colleges and Universities on the Governance of the Colleges of Applied Arts and Technology (Pitman 1986), and The Report of the Colleges' Collective Bargaining Commission (Gandz 1988). These reports all signal the need for examination of the value systems created for people, programs and practices that are proactively endorsed, and personnel policies. The need for improved programs and policies to cope with changing times consistently surfaces as a prime issue in all previous reviews.

A position paper asking the question, "What type of employer do we want to be in the next decade?" was presented to the Committee of Presidents by Dr. Ralph Benson, Dr. Charles Pascal, Donald Clune and Don Shields on September 30, 1987. In December 1987, the Executive of the Committee of Presidents endorsed the concept of **HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE** and initiated a process for reviewing the community college system with respect to its present human resource development practices and development of future directions.

It was recognized that the opportunity for continuous growth of the system is limited due to a shrinking traditional enrolment base. In addition, many college faculty and staff have been active in the colleges since their inception. It is an appropriate time for refocusing human resource development programs to revitalize and redirect the energies of its staff to meet the challenges of the next decade.

A. NEED FOR THE STUDY

In a recent report of the Association of Canadian Community Colleges entitled Towards the Year 2000: Canadian Community College/Technical Institute Heads Predict Institutional Challenges and Uncertainties (1988), Dr. Michael Sinclair reported the problems ahead for the colleges. Some of the major problems identified were centered around aging teaching staff, the lack of creative, targeted staff development programs, and the importance of

recruitment and selection processes to encourage personnel to enter the system who will have the skills to develop and educate for the year 2000. In all the recent literature, authors have indicated the rapidity of societal change and how flexible and responsive institutions must be to meet this change. They further note that the future is highly dependent upon the skills of their staff and that human resources are the most precious of any resources. While business and industry are going through some revolutionary cycles and are consumed with retooling, human resources must be positioned to take them forward in a competitive market. So that maximum benefit can be derived from our most important investment, present fragmented staff development activities in place within the community college system must now be integrated cohesively into a strategic provincial plan. An examination of the values held by the college system for the development of our people and the effectiveness of existing human resource development practices are priorities that must be addressed for the future well-being of the community college system in Ontario.

The Human Resource Development in the Third Decade study was designed to address issues concerning human resource development, and more specifically:

* ***What is the college system doing?***
* ***Is it doing it well?***
* ***Are there areas for improvement?***
* ***What are the possible future directions?***

The premise **staff development for student development** was a key focus of the study and it was agreed that grassroots input would form the basis of any recommendations for the next decade of operation.

A Task Force, appointed by the Committee of Presidents, met in February 1988 under the chairmanship of study leader, Roy F. Giroux . Its deliberations formed the basis of a proposal, which was accepted by the Committee of Presidents in April 1988 for implementation. The proposal called for a province-wide blueprint which could be used to systematically plan and co-ordinate human resource development. The plan required regional consultations to identify the value systems, programs, structural changes and necessary financial support required to meet future challenges.

B. PURPOSE AND SCOPE OF THE STUDY

PURPOSE

The purpose of the study was to promote a system-wide consultation in order to present a proposal to the Committee of Presidents for the development and implementation of a comprehensive human resource development plan for the province in the third decade.

SCOPE

It was clear from the Task Force consultation that a field-based approach was essential. College personnel at all levels needed to be consulted and involved, and existing system policies, structures and mechanisms were to be reviewed. Systematic processes were designed to involve key constituents including the Committee of Presidents' Reporting Groups.

II. CONSULTATION FINDINGS

Through consultations with a system-wide sample group, staff and faculty perceptions relating to human resource development programs and practices in Ontario were collected. The results are summarized in this section of the report.

A. PROFILE OF PARTICIPANTS

A total of 376 staff participated in the consultations (31% from the North, 14% from the West, 25% from Central, and 30% from the East). 50% of the participants had been with the same institution for 10 years or more. 53% of the participants had been in the CAAT system for 10 years or more.

22% of the participants were support staff, 49% faculty, 28% administration, and 1% were members of Boards of Governors. 51% were female and 49% male. 80% were anglophone participants and 20% francophone.

Age groupings indicated that 7% were under 30 years, 32% were 30-39 years, 47% were 40-49 years, 12% were 50-59, and 2% were 60+ years.

B. PERCEPTIONS OF THE SYSTEM CULTURE OR VALUE-SYSTEM RELATED TO HUMAN RESOURCE DEVELOPMENT

WHAT IS THE SYSTEM DOING WELL IN HRD?

- most participants feel valued as a person and asset to their institutions
- the presence and importance of a mission statement in all colleges is acknowledged
- the primary mandates of most colleges are focused upon student learning and serving the needs of the clients in the community: effective service is being provided to students as an institutional priority
- there is a commitment to employment equity approaches in recruitment, development and employment of staff in most colleges
- staff at most colleges support the values of the institutions and acknowledge an institutional commitment to human resource development
- most college staff appreciate encouragement from managers, institutional programs to keep skills up-to-date, as well as opportunities for career development
- there is an anticipation by most college staff of the need for change

WHAT IS THE SYSTEM DOING MODERATELY WELL IN HUMAN RESOURCE DEVELOPMENT AT SOME COLLEGES, BUT NOT AT ALL COLLEGES?

- senior managers believing that "our people are our greatest asset"
- staff training being incorporated as an organizational priority in strategic planning
- establishment of an institutional training policy
- a "shared philosophy" of human resource development which is understood and supported by the employees
- effective recruitment and orientation of new staff
- discussion of job performance, performance objectives and methods of evaluation
- senior managers being receptive to change
- establishment of standards for effective performance
- value being placed on representative staff input in decision-making processes
- creating an environment which provides constructive challenges and allows for creativity of staff
- recognition for staff efforts
- the existence of campus buildings and facilities that are conducive to a stimulating work environment

WHAT NEEDS DRAMATIC IMPROVEMENT IN MOST COLLEGES?

- institutional planning for change
- recognition for staff development and reward for innovation
- cooperative setting of performance objectives between staff and manager
- encouragement for employees to rise to their highest levels of potential - with managers being held accountable for providing development opportunities
- training of staff for job functions
- development of staff for future promotions and succession planning

This summary provides a perspective of a representative group in the college system.

C. SYSTEM-WIDE EXPECTATIONS AND VALUES

The participants reported what they perceived "should be", and their expectations are separated into the following categories for ease of reporting:

(a) commitment to supportive culture
(b) the growth and development of the individual
(c) institutional innovation: adaptability and flexibility
(d) performance for excellence
(e) job satisfaction.

The following are highlights of these expectations.

COMMITMENT TO SUPPORTIVE CULTURE

Each college should have:

* a clear mission and goal statement that highlights the importance of employee development
* as its primary mandate, student development and provision of activities whereby learning can be enhanced
* staff training as an organizational priority in its strategic plan.

THE GROWTH AND DEVELOPMENT OF THE INDIVIDUAL

Each college should have:

* orientation for new staff
* opportunities for career development
* programs provided to encourage currency of skills for employees.

INSTITUTIONAL INNOVATION: ADAPTABILITY AND FLEXIBILITY

Each college should:

* plan effectively for change
* reward innovation
* encourage senior managers to be receptive to change.

PERFORMANCE FOR EXCELLENCE

Each college should:

* encourage senior management to provide recognition for employees who develop their potential within the institution
* ensure that managers and employees set performance objectives co-operatively
* hold managers accountable for providing development opportunities for staff.

JOB SATISFACTION

Each college should:

* provide opportunities for employees to learn new skills
* value staff input in the decision-making process
* cultivate an environment which provides constructive challenges and opportunities for staff creativity.

As previously mentioned, the expectations of the constituents surveyed were extremely high. A fundamental outcome of this study was the clear message to the college administrators that constituents hold high expectations for effective leadership in the development of their people.

Another major impression gained from the consultations was the pride and positive feelings held by the participants for the community college system, and the desire by participants to exhibit high levels of professionalism in the workplace. However, it was also clear that the participants had little interest in regional or provincial activities if excellent development programs did not exist at their own college. **IT CAN BE CONCLUDED THAT THE NEED FOR EFFECTIVE PROGRAMS IN THE COLLEGE IS PARAMOUNT**, and any regional and provincial programs must be enhancing and complementary to college initiatives if the system is to establish an optimum environment of professionalism.

A broad range of activities was suggested by the participants and these are summarized in **Table 1**. The college human resource development departments, as well as the provincial and regional planning committees, should use this information in program planning.

D. EXEMPLARY PROGRAMS

There were approximately 400 submissions of exemplary programs provided by the consultation participants, many of which were duplicates. These submissions reflected the effective staff development programs that participants felt deserved recognition across the system. These practices are to be made available in publication format so that information can be shared across the 22 community colleges.

Some examples:

* The Management Development Institute
* Staff Development/ Professional Development programs (at several colleges)
* Professional development leaves
* Mentorship programs
* Orientation to college teaching
* Administrative development for women
* Support staff regional conference

III. FRAMEWORK AND RECOMMENDATIONS FOR A HUMAN RESOURCE DEVELOPMENT BLUEPRINT

A. INTRODUCTION

The mandate of the Task Force was grounded in the question "what kind of employer do we wish to become in order to ensure our students' success and, at the same time, meet the needs of our people?" The work of the Task Force was framed from both individual experiences and experiences of the system as a whole over the past twenty years. Individual experience and perceptions are well documented elsewhere in this report through the questionnaire data, regional consultations and the subsequent validation with the provincial operating committees.

By way of introduction, and prior to presentation of the recommendations, it is appropriate to review several themes which emerged from the system and which guided the work of the Task Force.

1. STAFF DEVELOPMENT FOR STUDENT DEVELOPMENT

The community colleges need to continually remind themselves that the essential business of an educational enterprise is student development and student success. Walter Pitman, in his report, provided a reminder of this view when he stated:

> ...A renewed mandate, a renewed commitment, a renewed dedication must be built of the recognition that those involved in teaching and learning are the crux of what a College of Applied Arts and Technology is: that each member of the college is responsible to a varying degree for the quality and relevance of what is being taught and learned (either directly, in terms of valuable expertise, or indirectly in terms of morale and commitment).
>
> The Report of the Advisor to the Minister of Colleges and Universities on the Governance of the Colleges of Applied Arts and Technology (Walter Pitman, June 1986)

2. CONSULTATION, COLLEGIALITY, AND COLLABORATION

Most successful enterprises and corporations have acknowledged that a consultative environment has a positive effect on quality, effectiveness, and efficiency. Job satisfaction, productivity, and increased morale are not mere accidents when a spirit of co-

operation and participation exist within an organization. Consequently, all of the key stakeholders in student success and development need to be consulted and involved in decisions which affect them and the quality of student development. Walter Pitman provided a reminder of the need to pay attention to this important theme when he wrote:

> ...If the success of the colleges in the next decade is dependent on effective, academic planning by those directly affected, and if the matter of morale can best be addressed by a collegial model of decision-sharing with those who have given their careers to the life of the college, then the involvement of the faculty, support staff, middle management, and students is absolutely necessary"
> (Pitman 1986)

3. THE ESSENTIAL NATURE OF HUMAN RESOURCE DEVELOPMENT

Because the essential business of colleges is the development of students, there is a great risk of being at least perceived to be profoundly hypocritical if attention is not paid to the development of college personnel. Michael Skolnik underlines this problem in his recent study and suggests significant changes are required.

> ...professional development in the colleges is limited by inadequate resources for this activity and a lack of planning for professional development. Our impression is that professional development has a very low priority in the colleges, an ironic situation for labour-intensive organizations which are committed to providing state-of-the-art training in rapidly changing career fields.
>
> Survival or Excellence: A Study of Instructional Assignment in Ontario Colleges of Applied Arts and Technology (Skolnik, Marcotte, Sharples, July 1985)

4. QUALITY, HUMAN RESOURCE DEVELOPMENT, FINANCIAL RESOURCES AND ACCOUNTABILITY

While these items could be considered separately, the inter-relationships between them have become a central theme to the work of this Task Force. Simply stated, it is believed that there is a direct correlation between the quality of student success, and the commitment of financial resources to the development of skills and knowledge of college personnel.

B. VALUES AND BELIEFS

The work of this Task Force has been cognizant of the underlying values and beliefs necessary to implement a comprehensive and systematic approach to human resource development in the third decade.

CO-OPERATIVE
Human resource initiatives must be co-operative. There is a need for a mechanism for the sharing of expertise and information. Various programs, committees and groups are presently working on support, management, and faculty initiatives for human resource development without, in many cases, any knowledge of the other programs and expertise that might assist them in their own endeavours. Any structure that is suggested for the implementation of human resource development must include strategies for co-operation and communication among colleges, regions, and across the province.

EQUALITY
Human resource initiatives must provide equality of opportunity for all persons working and learning within the community college system.

INCLUSIVE
Human resource initiatives must be all-inclusive. All personnel in the college need the kind of development that enables them to achieve full potential and link their personal goals with the goals of the organization and system as they prepare for the future.

INTEGRATED
Human resource initiatives must be integrated. Some generic skills exist that will assist people in developing an education-based philosophy that promotes the colleges as student-focused as well as employee-focused. The role of human resource development is not to promote a strict adherence to development along categories of employment, but to promote an understanding and commitment that contributes to and supports student success.

FOCUS ON QUALITY AND EXCELLENCE
Central to the theme of staff development for student development is the belief that quality staff will result in excellence in programming. By providing quality graduates, communities in the province will have the resource power to position Ontario most favourably as it competes both in the Canadian and global economies.

FLEXIBLE AND FUTURE-ORIENTED
Human resource initiatives must be flexible and future-oriented. The organization and programming of a human resource development strategy must be responsive to the changing needs of society and the concomitant changes within the system. While the legacy of the past may provide a guide, new opportunities and new partnerships will help the community colleges position themselves to meet the cultural, economic, and technological demands of the next decade.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED TO FORM A STRUCTURE FOR A COMPREHENSIVE BLUEPRINT FOR HUMAN RESOURCE DEVELOPMENT IN THE THIRD DECADE FOR THE COMMUNITY COLLEGES IN ONTARIO.

These recommendations are listed under the categories:

* POLICY/PLANNING
* STRUCTURE
* FUNDING
* PROGRAMS
* LINKAGES
* FUTURE DIRECTIONS

R E C O M M E N D A T I O N S

POLICY/PLANNING

These policies and planning strategies are based on the principle that all college personnel need the kind of development that enables them to reach their own personal goals and to serve the organizations' goals. The following recommendations link the colleges' missions and system directions with strategies for employee personal growth and development.

Therefore it is recommended that:

1. Human resource development should be part of each college's strategic plan.

2. All programs and guidelines developed as a result of the Human Resource in the Third Decade study should integrate and promote employment equity principles.

3. A comprehensive human resource development plan should provide all employees with a variety of programs consistent with the goals and objectives outlined in the college's mission statement, and which support employee's individual career plans.

4. College-based human resource development programs should be regularly evaluated for quality and appropriateness as part of the operational review of the institution.

5. Human resource development should be a component of the college's Annual Report to the Ministry.

6. As a first step to increased personnel mobility, staff exchanges should be encouraged institutionally, regionally, provincially and internationally.

7. A planning process to ensure the system's readiness to meet the challenge of an aging staff complement should be a priority. This process would include both pension reform considerations and recruitment objectives for the turn of the century.

8. Policies that impact on human resources should be reviewed and/or developed using current human resource development principles as a basis. Policies concerning early retirement, job evaluation, transferability between colleges are some examples.

9. Guidelines should be developed that link job-specific objectives to evaluation processes that promote effective performance.

STRUCTURE

A co-ordinated, provincial structure for human resource development is essential if the system is to utilize fully the valuable programs already existing and to provide an impetus for future development.

Therefore it is recommended that:

10. Each college designate, through the Office of the President, a human resource development facilitator whose responsibility will be to establish the presence, profile, co-ordination, and communications network for college human resource development activities and programs.

11. A representative provincial human resource development Steering Committee should be established. This Steering Committee would include members of the Committee of Presidents, the Ministry of Colleges and Universities, the Ministry of Skills Development, The Council of Regents, the executive of the Staff and Educational Development Officers, designated representatives from the Reporting Groups to the Committee of Presidents (including the Management Development Institute Steering Committee) and other constituent groups as appropriate. This Steering Committee would set guidelines, themes and directions for provincial initiatives. The Chair of this Steering Committee should be appointed by the Committee of Presidents.

12. Staff and Educational Development Officers (SEDO) should be renamed the Committee on Human Resource Development. The reporting relationship of the Staff and Educational Development Officers should be changed to permit alignment as a reporting group to the Committee of Presidents in order to provide co-ordination for provincial and regional-based human resource development initiatives under the auspices of the Steering Committee.

FUNDING

Funding issues appear to be of paramount importance in effectively implementing much-needed human resource development principles and programs.

Therefore it is recommended that:

13. Human resource development should be a college priority and funded at a minimum of one per cent of the annual operating budget of each college.

14. Centrally-allocated funds should be targeted to support provincial and regional human resource development initiatives and would be monitored by the human resource development Steering Committee. Funding should be based on a two to three-year cycle of programming. A minimum seed grant of two hundred and twenty thousand dollars ($220,000) is suggested for the start-up process.

15. Consideration should be given to a request being made to the Ministry of Colleges and Universities for an increase in funding for the implementation of staff training resulting from new legislation and policies, for example, Employment Equity, Freedom of Information and Protection of Privacy.

16. Consideration should be given to rationalization of staff development allocations between the Ministry of Colleges and Universities and the Ministry of Skills Development.

PROGRAMS

Programs recommended in this report are aimed at supporting student learning and serving community needs. These programs are linked to a provincial human resource development strategy and the proposed Steering Committee will provide the co-ordination for their implementation.

Therefore it is recommended that:

17. All regional and provincial programming for human resource development should be enhancing and complementary to college-based initiatives.

18. Model regional and provincial human resource development programs should be offered to all colleges in the system. Program participation should be discretionary.

19. Priority should be given to major conferences and institutes with targeted human resource development themes such as management development, employment equity, student advising, special needs, content currency, and the selection, orientation, training, and evaluation of staff.

20. Themes for provincial programs should be established with the approval of the Committee of Presidents and clearly communicated across the system.

21. Comprehensive employment programs for wellness, career counselling, and creative early retirement should be centrally developed and offered to the colleges for inclusion as a part of their human resource development programs.

22. A text on human resource development, utilizing the materials collected as part of this consultation process, should be developed and funded by a grant.

23. A monograph of exemplary programs and practices based on the consultation information should be compiled and distributed across the system for the purpose of information sharing.

24. A provincial skills bank should be developed to support and promote career planning, provincial, national and international employee exchanges, and training/staffing needs.

25. A reward and recognition system should be developed to effectively recognize exemplary performance and practices.

26. An effective, productive and comprehensive human resource development model should be developed that would include guidelines for the operational review of human resource development programs.

27. Qualifications and criteria for the training and selection of human resource development professionals should be developed by the proposed human resource development Steering Committee.

28. If the community colleges in Ontario are to adequately prepare for the year 2000, strategies for the development of its institutional leadership must be examined. This speaks directly to the recruitment, selection and preparation of college governors, chief executive officers, and senior administrators.

LINKAGES

Communication structures and methods are key concerns of consultation participants. Linkages between colleges, regions, committees and projects need improvement so that all personnel have opportunities to access programs, materials, and resources that will enhance their development.

Therefore it is recommended that:

29. Enhanced co-ordination of professional development should be promoted across the Reporting Groups of the Committee of Presidents.

30. Provincial human resource development programs such as the Management Development Institute, governance training, the proposed upgrading program through Confederation College, Computer Based Learning, as well as outstanding regional offerings should be more closely linked to the planning initiatives of the human resource development Steering Committee.

31. Closer liaison with industry, colleges, universities, secondary schools and business, both on a regional and provincial basis, should be developed to provide content currency for all college personnel and to promote academic excellence.

32. Workable communication structures, such as system reports, publications, regional materials, program outlines and newsletters, should be developed by the proposed human resource development Steering Committee.

33. The proposed human resource development Steering Committee should co-sponsor programs and events of mutual interest and benefit with college and professional associations such as The Association of Canadian Community Colleges, The National Institute for Staff and Organizational Development and The Canadian Bureau for International Education.

FUTURE DIRECTIONS

If Ontario is to be economically competitive, an integrated and dynamic human resource development plan is of primary importance. Major reports over the past decade have clearly stated the pressing need to develop, train and invest in people.

Therefore it is recommended that:

34. As soon as possible a comprehensive **College Leadership Institute** should be developed. This institute would provide comprehensive offerings in graduate and undergraduate programs, certificate programs and training modules designed specifically for community college personnel. This institute could be affiliated with a university/universities, corporation(s) or foundation(s).

35. Major foundations and corporations should be approached for development or matching grants that would be used to enhance the Ontario colleges' human resource development model.

36. All findings and recommendations in this report should be referred to and integrated with the Vision 2000 Study.

IV. IMPLEMENTATION

The Committee of Presidents approved the Blueprint in March 1989 and allocated a quarter of a million dollars of seed grants for projects in order to initiate Phase I.

As part of Phase I, a Steering Committee, chaired by Dr. Barry Moore on behalf of the Committee of Presidents, has its initial meeting in June 1989, at which time plans will be drawn for implementation of the selected projects.

FURTHER INFORMATION regarding "Human Resource Development in the Third Decade" can be obtained from:

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APPENDIX

TABLE 1

VARIETY OF SUGGESTED HRD PRACTICES

PERCENTAGES*

	local	reg.	prov	ALL	not
NEWSLETTERS	44	22	19	42	1
STAFF-GENERATED PUBLICATIONS	58	21	15	27	1
SPECIALIZED-TARGETED WORKSHOPS	28	31	21	44	2
SUPPORT STAFF/FACULTY/ MANAGEMENT ORIENTATIONS	59	25	8	25	1
SPECIALIZED NETWORKS (INFORMATION-SHARING CONSORTIUMS)	11	24	30	52	2
SUPPORT STAFF/FACULTY/MANAGEMENT EXCHANGES	22	17	18	56	2
IN-HOUSE SUPPORT STAFF TRAINING	69	20	5	17	4
SUPPORT STAFF CONFERENCE	19	37	21	41	2
NEW FACULTY PROGRAMS	45	36	13	33	1
PART-TIME FACULTY ACTIVITIES	77	24	4	14	2
A GREAT TEACHERS' CONFERENCE	10	18	39	35	11
INSTRUCTIONAL DEVELOPMENT TRAINING	37	35	17	39	1
MANAGEMENT DEVELOPMENT TRAINING	27	24	23	50	1
RECOGNITION/AWARDS PROGRAM	51	12	14	37	7
CAAT SYSTEM RESEARCH	10	7	33	57	3
UNDERGRAD. COURSES - RELATED TO COMMUNITY COLLEGE EDUCATION	32	24	19	41	3
GRADUATE COURSES - RELATED TO COMMUNITY COLLEGE EDUCATION	28	23	21	43	3
INTERNATIONAL ACTIVITIES/ OPPORTUNITIES	17	8	26	59	3
COMPUTER APPLICATIONS IN THE COMMUNITY COLLEGE	39	15	8	50	1
PROFESSIONAL DEVELOPMENT LIBRARY	45	12	15	44	3

(*PERCENTAGES BASED ON TOTAL NUMBER OF PARTICIPANTS)